

3 - Science Teaching Processes | Empirical

SP - (16262) - HOW IN-SERVICE PHYSICAL SCIENCE TEACHERS SUPPORT LEARNERS' UNDERSTANDING OF CHEMICAL BONDING AT HIGH SCHOOL

Doras Sibanda (South Africa)¹

1 - University of KwaZulu-Natal

Short Abstract

ABSTRACT

The study reports on how in-service teachers provide support to learners when teaching chemical bonding at high school. An interpretive qualitative approach was used to collection data. Interviews were conducted with eleven in-service physical science teachers drawn from different schools. The study used a Learning Demand Tool as an analytical framework. Qualitative analysis was used to determine how in-service physical science teachers help learners to learn chemical bonding at high school. Analysis of data suggested that teachers take into account the curriculum demand, context of schools, and apply teaching strategies that are determined by the level of the learners. The findings indicate that the in-service physical science teachers clearly articulated the purpose of teaching, use a variety of models (representation) and support earners using a variety of pen and paper activities. The teachers, although working within the same context, developed different teaching sequences. The findings from this study may inform continuous professional development.

Keywords: Learning Demand Tool, teaching chemical bonding